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ABSTRACT

This document presents model program efforts designed to foster academic and social growth for all students in the least restrictive environment. The program ideas were presented at a conference highlighting effective program collaboration between regular and special education. The programs aim to enhance student skills as well as foster self-esteem through innovative efforts that address the complex needs of multi-ethnic and multi-racial student populations. Programs from Boston (Massachusetts) Public Schools include: "Social Skills Class/Early Childhood Special Education Program," "Mary Lyon Early Learning Center," "Promoting Peer Interaction among Children with Autism and Non-handicapped Children," "Marshall School Model Resource Room," "Carter School Integration," "PALS (Peers Advance Language Skills) Language Program," "Mozart School Resource Room Model," "O'Hearn Integrated School Model," "The School We Go To," "A Beary Busy Classroom," "Vowel Pals/Star of the Day Game," and "PROJECT STRIVE." Programs developed at other Massachusetts locations include: "McKay Campus School" (Fitchburg Public Schools); "Tarbox School Integration Model" (Lawrence Public Schools); "The Ashfield School Initiative" (Brockton Public Schools); "PROJECT SOLID START" (Melrose Public Schools); "Integrated Language Based Learning Disabilities Program" (Springfield Public Schools); and "Garfield School Building Based Support Team" (Revere Public Schools.) (JDD)

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Winners In Sharing Education

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W.I.S.E.

Winners In Sharing Education

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W.I.S.E.

Catalogue of Demonstrations

TABLE OF CONTENTS

Superintendent's Message 3

Senior Officer's Message 4

PROGRAMS ..... 5 - 45

Social Skills Class/Early Childhood SPED Program,
Boston Public Schools 5

Mary Lyon Early Learning Center,
Boston Public Schools 7

McKay Campus School,
Fitchburg Public Schools..... 9

Promoting Peer Interaction Among Children With Autism and
Non-handicapped Children,
Boston Public Schools 12

Tarbox School Integration Model,
Lawrence Public Schools 14

Marshall School Model Resource Room,
Boston Public Schools 17

P.A.S.T./Primary Adjustment Support Teacher,
Cambridge Public Schools 19

Carter School Integration,
Boston Public Schools 22

The Ashfield School Initiative,
Brockton Public Schools 24

PALS Language Program,
Boston Public Schools 27

PROJECT SOLID START,
Melrose Public Schools 29

Mozart School Resource Room Model,
Boston Public Schools 32

Integrated Language-Based L.D. Program,
Springfield Public Schools 34

O'Hearn Integrated School Model,
Boston Public Schools 36

Garfield School Building Based Support Team,
Revere Public Schools 38

The School We Go To,
Boston Public Schools 40

A Beary Busy Classroom,
Boston Public Schools 42

Vowel Pals/Star of the Day Game,
Boston Public Schools 44

PROJECT STRIVE,
Boston Public Schools 46

BOSTON PUBLIC SCHOOLS

SUPERINTENDENT OF SCHOOLS
JOSEPH M. McDONOUGH

MESSAGE FROM THE SUPERINTENDENT

The Boston Public Schools is pleased to join with the Massachusetts Department of Education, the University of Massachusetts/Boston and the Massachusetts Urban Project in sponsoring this important conference highlighting effective program collaboration between regular and special education. There is a critical need for us to develop programs that foster academic and social growth for all students in the least restrictive environment.

It is important that we focus our energies on those programs that enhance student skills as well as fostering self-esteem. We must continue to develop innovative programs that address the complex needs of multi-ethnic and multi-racial student populations. Many students in urban systems do not complete their high school education and special needs students are even more likely to drop out of school. We cannot afford to lose this important resource.

The models presented in this booklet feature important program efforts designed to address these issues. We hope these model program assist you in meeting the educational challenges which you face as an urban educator.

Joseph M. McDonough
Superintendent

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BOSTON PUBLIC SCHOOLS

OFFICE OF SPECIAL EDUCATION
SENIOR OFFICER
ELLIOT FELDMAN, Ed.D.

MESSAGE FROM THE SENIOR OFFICER

We are happy to have the opportunity to sponsor a conference that focuses upon model integration programs. It is unusual for urban systems to meet and share their successes. Often, when urban education is discussed in a public forum, the gaps that exist are emphasized. This conference, however, brings together teachers and administrators to discuss positive steps, planning efforts, and models for integration.

There is a parallel between integration and team sports. To achieve success it is essential that each player works toward his optimum goal while also learning to be an effective member of the team. The need for cooperation and individual effort is paramount.

Integration of special education and regular education needs a similiar effort. Teachers, administrators and students in schools must put in their best efforts to strive as both individuals and as a team. Integration fosters a sense of unity and spirit of team work that can enhance each individual.

This conference booklet includes ideas that have worked in urban systems. The purpose of sharing is to kindle these ideas in a number of urban systems. We anticipate this will be one of many efforts of urban systems to share and support each other in their goal to implement effective programs for their diverse student populations.

Elliot Feldman

Elliot Feldman, Ed.D.
Senior Officer

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SOCIAL SKILLS CLASS/EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

- Meg Mikita Johnson
- Valerie Gumes

ABOUT THE PROGRAM...

The Social Skills classroom is a program at the Early Learning Center located at the Hennigan Elementary School in Boston. The ELC is part of the Boston Public Schools' Early Childhood Program, which provides screening and educational services for children 2.5 through 6 years of age.

The major focus of the ELC Program is to prepare the child for the educational process. The curriculum encourages students to become self-directed, independent learners, while developing the basic skills of oral awareness, cognitive processing, conceptual skills, language development, recreation, perceptual motor skills, reading readiness, safety skills, visual discrimination, vocabulary development, social relationships, and self-concept. Specialized instruction is provided according to each child's Individualized Education Plan. Each center within the program offers bi-monthly parent education days, monthly pre-school screening and monthly staff development workshops.

The Social Skills Classroom is guided by the premise that Every Learner Can. This class consists of fifteen children, seven of which have IEPs for early childhood special education, (502.8b), placements. The rest of the children are regular education students. Students assigned to this program have varying degrees of social abilities.

The special needs students in this class are of average intelligence. Their primary disabilities are behavioral problems. The profiles range from acting-out/tantruming to withdrawing. These actions interfere with the students' ability to interact appropriately with peers and the environment. These students at risk of future school failure.

The curriculum in this program is based on a developmental, hands-on approach which permeates the entire program. The classroom is organized into learning centers that allow the children to choose activities independently. Teachers guide children through their day by using positive developmental behavior techniques. This framework of control allows all children freedom to develop self-discipline that is appropriate to their own maturity level. It becomes routine for children in the program to verbalize feelings to adults or peers and cooperatively resolve any issues.

As skill levels increase in the children, new challenges are presented to them. Once children are comfortable in the 9 a.m. to

3 p.m. program, they are transitioned into the "surround care" component, which includes a change in class size.

The program is implemented by one special education teacher, two instructional paraprofessionals, and a day care teacher during the surround care hours.

Students with behavioral problems benefit from this program by interacting with other students whose behavior is considered acceptable. Role modeling of appropriate behaviors enables the students with special needs to focus on developing educational and social skills. In addition, the regular education students develop a greater sensitivity to differences among themselves and their peers.

The ELC Hennigan opened its doors in September, 1989. This classroom is currently the only one in the city of Boston to integrate behaviorally disabled children into a regular education setting. The program began by integrating a Kindergarten I classroom. During the 1990-91 school year, both a Kindergarten I and II class have been integrated.

ABOUT THE TEACHERS...

Meg Mikita Johnson has been teaching for 5 years. Her experience has been teaching in urban, multi-cultural settings in Boston and San Antonio, Texas. She has taught a regular education pre-kindergarten class as well as substantially separate populations. This integration program is a combination of all her experiences. Ms. Johnson is currently teaching at the Early Learning Center located at the Hennigan School in Boston.

Valerie Gumes started teaching in 1972. She has worked with early childhood and pre-school students throughout her career including teaching severely handicapped early childhood students. Ms. Gumes has been an Evaluation TEAM Leader and a Program Advisor for Early Childhood Special Education for the Boston Public Schools. Ms. Gumes is currently the Director of the ELC Hennigan.

ABOUT THE SCHOOL...

EARLY LEARNING CENTER/HENNIGAN ELEMENTARY SCHOOL
Boston Public Schools
200 Heath Street
Jamaica Plain, MA 02130

Valerie Gumes, Director

MARY LYON EARLY LEARNING CENTER

- Joanne Collins Russell

ABOUT THE PROGRAM...

The Mary Lyon Early Learning Center provides a comfortable environment for preschool children to learn and play. The warm and informal atmosphere of the center helps each child to make a gradual transition between home and school. The ELC provides the child an opportunity to interact with peers outside the home environment.

The Early Learning Center staff believes that young students have an innate desire and drive to learn. It is the staff's role to encourage each child's curiosity and interest. The Early Learning Center provides resources to help children acquire the attitudes and skills necessary for discovery.

Every child needs to develop a positive self-image. The Lyon ELC offers children the time and opportunity to discover wonderful things about themselves. Curiosity and wonder are used to stimulate inquiry in the students. It is important to initiate and plan experiences that develop, broaden and redefine attitudes, skills and learning. The ELC incorporates these experiences into its curriculum. Such experiences promote individual growth, security, self-reliance, cooperative effort and respect for the rights and concerns of others. The total growth that results from these experiences are building blocks. The Early Learning Center builds a foundation for SUCCESS.

The Mary Lyon Early Learning Center presently serves 115 children in its fully integrated and mainstreamed program. Special needs and regular education students are taught as part of one class; they are not separated. At present, 25 children with Individualized Education Plans attend the Center.

The primary mission of the Early Learning Center is:

1. to implement a developmental model of instruction, which tailors curriculum and learning to individual children's needs;

2. to promote a parent-school interchange that enlists the support of parents in their child's schooling;

3. to refer families in need to appropriate social service agencies;

4. to foster literacy through a whole language approach; and,

5. to provide ongoing staff development in early childhood education to all personnel.

The major program features of the Mary Lyon ELC include:

* educational day care,
* developmental approaches to teaching,
* integration of special needs and regular education students,
* family grouping,
* small classes, and
* parental involvement in the program

ABOUT THE TEACHER...

Joanne Collins Russell is the founder and developer of the Mary Lyon School Early Learning Center, which opened in 1987. She earned her doctorate in reading education from Boston University. In 1988, Ms. Russell received the LITERACY EDUCATOR OF THE YEAR AWARD, BOSTON. Currently Ms. Russell is the director of the Mary Lyon Early Learning Center.

ABOUT THE SCHOOL...

Mary Lyon Early Learning Center
50 Beechcroft Street
Brighton, MA 02135

Joanne Collins Russell, Director

MCKAY CAMPUS SCHOOL

- Cynthia Wironen

ABOUT THE PROGRAM...

Teachers and administrators at the McKay Campus School in Fitchburg wanted to develop a model that more appropriately met the needs of the intermediate special needs students. These students traditionally were placed in a resource room during the academic year. It was decided to "pilot" a developmental model which unconditionally mainstreams all grade 4 and 5 students with special needs into the regular education classrooms. The special needs students' programs ranged from mild learning disability tutoring to significant alternative classrooms for the severely language impaired. Some students also had minimal physical impairments and speech deficits.

Most students' needs are now addressed in the mainstream. Twenty special needs students are fully integrated with 138 students in regular education classes. Two classroom teachers who are certified in special education became regular education fourth and fifth grade teachers. These two teachers coordinate the efforts of the other staff members. They offer support in developing alternative strategies, designing innovative techniques and writing Individualized Educational Plans (IEPs).

With funding from Technical Assistance and Commonwealth of Massachusetts Inservice grants, the staff was able to participate in monthly planning days, attend pertinent conferences and workshops, travel to observe integrated models and purchase materials and equipment for the cooperative learning activities that are a vital component of the model. The staff was also able to attend a twelve week staff development course. A possible budget constraint is the addition of another classroom teacher to allow for low student numbers (15-20) in each class. However, creative means can be developed to use special education personnel more efficiently.

Staff development has been fostered with the assistance of the Fitchburg State College faculty. The twelve-week course mentioned previously included such topics as "Mastery Learning", "Cooperative Learning", "Reflective Teaching", "Learning Strategies", "Use of Computer Technology for Record Keeping", "Writing Individualized Educational Plans", "Working with Parents", and "Peer Coaching". This course was offered at minimal cost to all teachers and administrators throughout the system. Three graduate or inservice credits were earned. The course initiated interest in the McKay integrated model. There is now a "core" group of teachers able to work with their peers in developing the integrated model throughout the Fitchburg school system.

Some of the resources that have made this model successful are: administrative support, grant monies to provide technical assistance and staff development, substitutes to cover classes when teachers attend conferences and workshops, common planning time at least 3 times a week at each grade level, and support from the special education team.

Alternative teaching techniques and materials are used in this integrated model. Reading skills are developed by using a basal reader and pieces of literature. Specific learning units are developed to incorporate different literary works. Cooperative learning activities are a major component of teaching. "Partners," "Jigsaw," "Bookends," and STADs are some of the techniques used to engage students in cooperative learning.

Science and social studies skills are developed using commercially produced kits. These are adapted to meet the needs of all levels of learning. Learning games, journals and visual aids are components of teacher-made packets. A whole language approach is also part of the learning environment. Class books are written and illustrated. Role playing and dramas are heavily utilized in class. "Process writing", "Write Spell", "peer coaching" and "editing" are part of the whole language approach.

Videotaping for the classroom carry-over of science and social studies concepts is also part of the learning environment. French instruction with heterogeneous groups complements the whole language approach.

This integration model has greatly improved the self-esteem of all students. With this increase of self-esteem and the implementation of cooperative learning techniques, students have shown increased achievement in all academic areas.

This program can be adapted to serve other types of students. Additional assistants in the classroom would accommodate severely physically handicapped students. Psychological consultation would allow severely emotionally disturbed students to participate. Sign language interpreters would open the program to hearing impaired students by utilizing total communication. A multi-lingual teacher would work with students whose second language is English.

Administrators, faculty, parents, and students are extremely pleased with the initial progress made in the integrated model and look forward to pursuing implementation in more grade levels in the future. Ongoing staff development will continue to assist in this implementation. Various forms of assessment will be utilized to

document progress and improve methods and techniques. The staff is encouraged by the success of the program and will continue to support the model.

ABOUT THE TEACHERS...

Cynthia Wironen, Grade 4 Teacher
Donna Hand-Celuzza, Grade 4 Teacher
Michele O'Brien, Grade 4 Teacher
John Gaumond, Grade 5 Teacher
Francine Anderson, Teacher/Language Improvement Class

ABOUT THE SCHOOL...

MCKAY CAMPUS SCHOOL
Fitchburg State College
Fitchburg Public Schools
Rindge Road
Fitchburg, MA 01420

Dr. Michele Moran Zide, Principal

PROMOTING PEER INTERACTION AMONG CHILDREN WITH AUTISM AND NON HANDICAPPED CHILDREN

- Paula Brassil
- Elizabeth Killgoar
- Marjorie Bigham

ABOUT THE PROGRAM...

Due to the severity of social and behavioral differences manifested in children with autism, there is a need for a structured and systematic means of social integration for this population. At the Warren-Prescott and Lee Elementary Schools in Boston, a unique peer buddy program was developed to promote interaction among children with autism and their non-handicapped school peers.

Forty children with autism who display developmental delays and language and socialization skills, 5 to 10 years old, and forty-five regular education students, pre-kindergarten to fifth grade, participate in the program. The non-handicapped children were introduced to autism through a puppet show and song presentation given by the special education teacher. Through an informal discussion, the non-handicapped children discovered the need for everybody to build friendships.

The regular education volunteers spend thirty minutes a week as "peer buddies" to the autistic students. Different children visit the special needs classes on a set schedule. During these times, structured play activities are designed by the classroom teacher to facilitate social and communication interactions among the children. Activities include story time, aerobic class, computer time and structured games and leisure. The teacher provides guidance to the non-handicapped children. In addition to these visits, some of the children with autism are mainstreamed into non-academic classes within the elementary schools.

This program costs the schools about $2000.00 for a consultant's fee. Puppets and music may also add to the cost of the program but this is an optional expense. If a video camera and VCR are available, they can be used in the program. The children enjoy seeing themselves on television and it helps to promote the model.

Another resource that may be helpful is a library of children's books which show how people are different. These books relate to children, on their own level, that it is "ok" for people to be different from each other. With this awareness, the children are better able to interact with their buddies.

This model program can be implemented with children of various ages and handicapping conditions by simply adapting the specific program to the appropriate student population.

The program succeeds in a number of ways. The children with autism acquire social skills from their peer models and the non-handicapped children develop feelings of responsibility and self-esteem as well as form positive attitudes towards children with autism. Young children who have integration experiences develop sensitivity and positive social skills that carry over to their homes and communities.

ABOUT THE TEACHERS...

Paula Brassil has taught children and adolescents with autism in both public and private educational settings for the past 10 years. She holds a Masters of Education with certifications in severe special needs, teacher of young children with special needs, and health and physical education, Kindergarten through 12. She has received HORACE MANN grants, COMMONWEALTH INSERVICE grants, and IMPACT II grants. Presently, Ms. Brassil is working with children with autism at the Warren-Prescott Elementary School in Charlestown.

Elizabeth Killgoar has been a special education teacher in Boston for 15 years. Presently, she is working as the liaison to the program for autistic children. Ms. Killgoar's responsibilities include screening new children entering the program, facilitating parent groups, home visits, teacher consultation and grant development.

Marjorie Bigham is a special education teacher working with autistic children at the Lee Elementary School in Dorchester.

ABOUT THE SCHOOLS...

WARREN-PRESCOTT ELEMENTARY SCHOOL
50 School Street
Charlestown, MA 02129

Marilyn Kiely, Principal

LEE ELEMENTARY SCHOOL
155 Talbot Avenue
Dorchester, MA 02124

Frances Kelley, Principal

TARBOX SCHOOL INTEGRATION MODEL

- Allison O'Melia
- Carol McCarthy

ABOUT THE PROGRAM...

The program at the John F. Tarbox School in Lawrence integrates 10 students receiving 502.4 special needs services and 20 regular education students within the same classroom. All stigmas associated with special education are removed. Each student is expected to follow the same class rules and to complete all classwork/homework assignments. Modifications of assignments, as well as classroom behavior, are made for the special needs students. A point system is implemented and used with all students. Points are given for appropriate behavior, completion of assignments, and coming to school with supplies. Both tangible and non-tangible rewards are given to the students throughout the week.

The school has a 92% minority population. An exchange program among a bilingual class and two regular education classes takes place weekly. A third of each class changes to another room for the program. The class is taught in Spanish within the bilingual room and in English within the others. Approximately 80% of the students with special needs are fluent in Spanish. This enables the special needs students to be among the third participating within the bilingual room. They are mainstreamed without direct supervision from the special needs teacher.

In the past, students with 502.4 prototypes received special education services in a separate facility for 80-90% of the school day, thus leaving a small fraction of the day to be spent within a regular education room. The new classroom allows the students to receive special education services while being mainstreamed 100% of the day. Since these students are integrated into a regular education classroom for the entire day, a large portion of the regular education students and faculty will come in contact with the students on a regular basis.

The types of handicapping conditions involved in the integration vary. The students have a wide span of intellectual functioning ranging from a developmentally delayed level to an average level. Learning disabilities can be noted to some degree in all the students. Many have characteristics associated with attention deficit disorders. In addition, the vast majority of these students require a strict behavior modification program and counseling.

Grouping for reading instruction is done on a school-wide basis. Students are grouped by age and reading level. All Tarbox students,

regular education and special needs, participate in the reading program during the first hour of the school day.

All students are also encouraged to participate in the "independent reading program." Books within the classroom are labeled according to the level and each student knows his/her own reading level. The students read silently or with a friend once assigned classwork is completed. Either a written book report is assigned or a verbal examination is given after each book is completed. Each student has a chart on which all the books he/she reads are recorded for the year. Rewards are given periodically to the students based on the number of books they complete.

Students participate in various writing activities. For example, journals are kept to encourage students to express themselves in writing. Strong emphasis is placed on content: spelling and grammar are not corrected during writing activities.

A positive aspect of this program is that there are few budgetary constraints. The program was designed and implemented within a financially strapped school system. Class size is made smaller by forming the new class. The resources which are needed to implement this program successfully are identical to those needed for a regular classroom, with the addition of a Moderate Special Needs Teacher and a Teaching Assistant.

This program can be easily adapted for kindergarten to grade 7 classes. The degree of handicapping conditions, unless very severe, is irrelevant. The special education teacher and the regular education teacher must be compatible. Teachers must remember that, initially, the students may have difficulty adjusting to the new environment. The key is to be consistent and to set clear, concise rules. The students need to know the consequences for knowingly breaking the rules. Positive reinforcement should increase appropriate behavior. The teachers must have high expectations for all the students and foster confidence in the students that each can meet these expectations.

The students with special needs participating in the program have reached goals, both academically and socially, which were once viewed as unattainable. Actual teaching time is substantially increased. These students, functioning under a behavior modification program, exhibit appropriate behavior. They have a much higher sense of self-esteem after participating in the integration program.

ABOUT THE TEACHERS...

Allison O'Melia has taught special education for 4 years. She received her Bachelor of Science degree from the University of Alabama and is presently pursuing a Masters degree from Lesley College. Ms. O'Melia is currently a special education teacher at the Tarbox School in Lawrence.

Carol McCarthy is also currently teaching at the Tarbox School. She has worked for the Lawrence Public Schools for 10 years and has taught third grade for the past 2 years. Ms. McCarthy received her Bachelor of Arts degree from the University of Maine and has a Master's degree from Lesley College.

ABOUT THE SCHOOL...

JOHN K. TARBOX SCHOOL
Lawrence Public Schools
59 Alder Street
Lawrence, MA

Rose Marie DiResta, Principal

MARSHALL SCHOOL MODEL RESOURCE ROOM

- Special Education Staff

ABOUT THE PROGRAM...

The Resource Room Model at the Marshall School is staffed by five special educators: 4 monolingual teachers 1 one bilingual Spanish teacher. Each staff person teaches one subject to one grade. Identified teachers focus only on reading and specific teachers focuses only on math. Students are placed with a resource room teacher according to their academic needs, as stipulated in their IEPs. Students requiring both reading and math in a special education resource room have two resource room teachers (one for reading and one for math.)

The resource room teachers provide all the academic services required by a student's IEP. The teachers provide full services to students by changing their teaching schedules from 45 minutes, 5 days per week, to 60 minutes, 4 days per week. Teachers use the fifth day (Day 5) for planning and development (three P & D periods), testing/ scoring, writing IEPs, attending 766 meetings, speaking with parents and teachers, and working individually with bilingual students.

"Day 5" fosters the feeling of family in the Marshall School. Special Education students belong to a regular classroom and teacher, but are often absent from that setting for their 766 services. Our model tries to ensure that those students spend time with their regular education family on "Day 5". "Day 5" is the same day of the week for each resource room teacher. The special needs students remain in their regular education classroom on these days. Students feel more apart of the rest of the school. "Day 5" also allows time for the teachers to meet as a special education team and assess the students they share.

A basic philosophy of this Resource Room Model is the importance of bringing bilingual and monolingual education closer. It is important for Spanish speakers and English speakers to share each other's language and culture. The minority population of the United States is increasing. To deny such sharing is to deny students an education which will prepare them for the next century - ten short years away.

Previously, the bilingual resource room teacher worked alone in a small room isolated from the English resource room. Now, by using the new Resource Room Model with "Day 5", the monolingual resource room teachers team-teach with the bilingual resource room teacher for selected activities. This teaming is the "2 Way Resource" model and complements regular education's "2 Way Bilingual" program.

The bilingual resource room teacher services students in grades 1 to 3. Most bilingual students in grades 4 and 5 attend the monolingual resource room.

The entire Marshall School is involved in this integration model. With this model, special education students have an opportunity to learn with and from regular education students in the mainstream. The special education students in this integration model have 502.2 and 502.3 prototypes and attend the resource room for part of the day.

Skilled teachers are needed to make this model successful. It is important that these teachers are given time to organize and implement individual education programs for their students. Time must be available for staff to meet with other teachers and parents. It may be necessary to hire a substitute teacher for 1 day a week to cover the classes of regular education teachers whose students have Chapter 766 evaluation meetings.

This model integration resource room program requires the entire school staff to realize the importance of mainstreaming and the potential harm of teaching students in separate special education classes.

ABOUT THE STAFF...

Marcia Soden, Evaluation Team Leader
Nancy Hudlin, Resource Room Teacher
Cherrita Distant Marquis, Resource Room Teacher
Sally Whitaker, Resource Room Teacher

ABOUT THE SCHOOL...

MARSHALL ELEMENTARY SCHOOL
Boston Public Schools
35 Westville Street
Dorchester, MA 02124

Louis Tobasky, Principal

P.A.S.T./PRIMARY ADJUSTMENT SUPPORT TEACHER

- Susan Shine

ABOUT THE PROGRAM...

An increasing number of students in Cambridge with behavioral and adjustment problems are referred to the Bureau of Pupil Services for placement in a more restrictive program. This alarming trend was the catalyst for the development of a model that includes both short-term "pull-out" intervention and regular classroom intervention. In the Fletcher School, the Primary Adjustment Support Teacher plays an important role in making this model successful. The P.A.S.T. lends support to both special and regular education students as well as the staff involved in this program.

Young students with learning problems and/or emotional difficulties can learn new coping skills and progress academically in a regular educational environment with their chronological peers. These students may require classroom modification, special education intervention, and/or a more individualized program for part or all of the school day. In many cases young children experiencing behavioral problems respond well to short-term intervention and are ready to return to full participation in a regular classroom after the intervention program is underway. These students require modifications in their regular educational programming. In addition, they occasionally require services from an outside agency.

All the students serviced by the Primary Adjustment Support Teacher are integrated into a regular education setting.

The following procedures are guidelines for the P.A.S.T.; the sequence of intervention for students with behavioral problems should be documented by the resource room and classroom teachers:

1. PRE-REFERRAL - observing the student's behavior as well as the antecedents and consequences of this behavior, family conferencing, locating and accessing community resources for families and individuals, and preparing programs for staff development and behavioral consultation for special subject teachers as well as regular class teachers.

2. DIAGNOSTIC - defining behavior in measurable terms, preparing behavioral management recommendations and contracts for use in the classroom when none of these measures is successful, an additional step might include preparing a series of diagnostic questions to be addressed in part by a short-term (8-16 weeks) diagnostic placement (no more than 50% of the day) in the resource room and in part by the classroom teacher.

3. PRESCRIPTIVE - accessing family and individual support services in the community, assisting in classroom modification and individualization, and helping teachers identify classroom social issues and methods for addressing these issues in the curriculum.

This model follows Chapter 766 requirements and provides early intervention as well as outside agency contact and support for families and individuals. This approach has resulted in less failure and fewer special needs referrals. The Fletcher School was selected as a site to implement this model due to the fact that it had the highest number of special education referrals in the Cambridge school system. Since the model's implementation the school has had the lowest number of referrals in the school system.

The students involved in this model have had adjustment problems within the regular education classroom. These students act out in class, show a lack of academic progress, are extremely withdrawn, act physically aggressive and sexually inappropriate, and have poor impulse control.

Requirements for the successful implementation of this program are: adequate and appropriate resource room space; a certified special educator with experience working with young children with emotional handicaps, behavior, or adjustment problems to serve as the P.A.S.T.; the support of the building principal in creating a receptive environment for regular education integration as the primary focus of student's program; sufficient supplies for short-term intervention (no more than 16 weeks) for students experiencing behavior problems in the regular classroom; parental consent and involvement in behavior management strategies; and staff development and collaboration between regular and special educators.

This model can be duplicated by reallocating current resources. Initiating a variety of mainstream efforts results in less self-contained placements. Having fewer self-contained classrooms make resources available to provide a model to maintain children in less restrictive settings. More students are serviced within the regular education setting so it is truly cost effective.

This particular model is designed as early intervention and is most successful with younger students. Thus far the model has serviced learning disabled students and emotionally disturbed students but can also be designed to service any physically handicapped student who has behavioral issues.

ABOUT THE TEACHER...

Susan Shine received her undergraduate degree from the University of Massachusetts/Amherst. She worked for several years in the media depart of an advertising agency before switching careers to teaching. Ms. Shine began teaching at the Gaebler School at the Metropolitan State Hospital in Waltham. When she started teaching in Cambridge, Ms. Shine taught emotionally disturbed 11-and 12-year-olds in a self-contained adjustment class, while earning a Master's degree from Lesley College. At the present time, Ms. Shine is working as the Primary Adjustment Support Teacher at the Fletcher School in Cambridge.

ABOUT THE SCHOOL...

FLETCHER ELEMENTARY SCHOOL
Cambridge Public Schools
89 Elm Street
Cambridge, MA 02139

Marilyn McGinn, Principal

CARTER SCHOOL INTEGRATION

- Roger Mazur, Marianne Kopaczynski,
Abby Marsa

ABOUT THE PROGRAM...

The education of profoundly handicapped students is often conducted in separate educational facilities away from the mainstream of regular education classrooms. Even though there is a great deal of merit to providing services in this "segregated" environment, opportunities must be purposefully devised to allow the students to experience as many activities as possible with those who function in the mainstream of society.

At the Carter School, a substantially separate school in Boston, we have been using community experience trips as a mandated part of each students educational plan. That is, each student, according to their abilities, partakes of at least one or two community trips per month, one to one with staff or in very small groups. Being that our school is located in the center of an urban area and is adjacent to public transportation, our students have many opportunities to access their home community and the resources available there.

What has remained as a major unfulfilled aspect of this philosophy of education is contact of our students with non-handicapped peers. A pairing of handicapped and non-handicapped students benefits both groups. Handicapped students have an opportunity to function with regular education students which can lead to improved communication and socialization skills. Non-handicapped students have an opportunity to get to know and understand how similar they are to people with handicaps and this diminishes some of their fears.

The goal of this project is two-fold; first, to lessen the gap between special needs and regular education students, and second, to give both groups positive life experiences in sharing activities and relationships with each other.

A regular fifth grade class of approximately 25 students from the Hurley School and 27 severely/profoundly multihandicapped students from the Carter School are provided the opportunity to cooperate on a variety of non-academic activities throughout the year. The students at the Carter School range in age from 11 - 22 years, are from multi-ethnic backgrounds, and are functioning at developmental levels ranging from 0 - 4 years. The Hurley School students are fifth graders from diverse racial and ethnic backgrounds. The Carter School students also have primary diagnoses of severe/profound retardation as well as

other multihandicapping conditions, such as cerebral palsy, vision loss, and hearing loss.

In order for this project to be initiated at the Carter School a minimal budget of $600.00 was needed for admission fees, art and food supplies and consultant/performer fees. This money is also used to purchase inexpensive prizes, costume making props, and toys. We also utilized already scheduled activities around Boston.

This model accomplishes its goal. Handicapped students have an opportunity to function with regular education students which can lead to improved communication and socialization skills. Non-handicapped students become more comfortable with their handicapped peers.

This program is very easily adapted for less severely handicapped student populations and the same or older regular education students. If younger regular education students are chosen, group activities can be designed appropriate to their abilities.

ABOUT THE TEACHER...

Marianne Kopaczynski has been teaching severely/profoundly multihandicapped students for 19 years. She is committed to adapting and creating unique educational experiences to stimulate her students educational growth.

Abby Marsa is teaching behaviorally-impaired students and is supportive of providing real-life social interactions with her students. Emphasis is on experiencing sights and sounds of the city in an educational and safe manner. Ms. Marsa brings this philosophy to her teaching at the Carter School.

ABOUT THE SCHOOL...

CARTER SCHOOL
396 Northampton Street
Boston, MA 02118

Roger Mazur, Principal

THE ASHFIELD SCHOOL INITIATIVE

- Mary Ellen Mascaro

ABOUT THE PROGRAM...

The Ashfield School Initiative is a restructured program model in which regular education teachers, special education teachers, and special education paraprofessionals work together to provide instruction to special needs students in the regular classroom environment.

The aim of this initiative is to provide an alternative to the delivery of special education services via a "pull out" system and thereby meet the academic and social needs of all students within the regular classroom environment.

This presentation focuses on one second grade integrated classroom; students, parents and teachers. In this model, eight students with special needs are taught totally within their regular classroom. The students have 502.2 prototypes and primarily manifest learning disabilities.

The second grade integrated classroom is highly structured, with clear behavioral and academic expectations. Instructional strategies are collaboratively developed by the regular and special education teachers. A variety of teaching methods are used to meet student needs and abilities. These methods include direct instruction of new skills presented to whole or small groups followed by guided practice until a child is ready to work independently. Seatwork may be modified to fit the various skill levels of students. Cooperative learning is often used for practice of skills previously introduced by the teacher. For higher performing students, the teacher may provide opportunities for independent study.

The goals and objectives specified in the curriculum provide guidance to the teachers in determining concepts and content that receive instructional emphasis.

Both the second grade "Whole Language" Teacher and the Moderate Special Needs Teacher are striving to enhance the education of all students within the classroom and to increase communication between home and school. Parental participation is encouraged. The goal is to have informed, involved parents. Monthly newsletters are sent home so parents are made aware of what is happening in the classroom. These newsletters also contain tips for parents such as "how and when to help your child with homework" and "suggestions for shared reading at home".

Parents are also invited to the school on a bimonthly basis to discuss any issues or concerns they may have regarding the education of their child. Strategies for home involvement are shared. At these meetings written information is given to parents about learning disabilities and how they, as parents, can help at home. Parents of non-handicapped children are also invited to these meetings.

These parent/teacher meetings are also used for the planning of cultural days. At least eight races and ethnicities are represented in this diverse classroom. One way to get parents involved is to share their culture and customs with the class. This can be done through demonstrations of dress, music, dance, and ethnic foods. Hopefully, this will help answer questions children need answers to such as "Who am I?", "Where do I come from?", "Where do I fit in?". Children need these questions answered so that they can have a better understanding and appreciation of their own cultural backgrounds and those of other classmates. They need to become aware of how all children are more similar than they are different. Students are encouraged to share native languages and customs with each other. Interpreters are provided when needed. The staff helps the students to grow and develop a respect for each other through a study of customs and cultures.

Materials selected for classroom use can be modified to meet the needs of the students. For some special education students, specialized materials are necessary. There are five teaching practices consistently observed in integrated classrooms: clear directions and expectations, high reinforcement levels, grouping for instruction, direct, sequential instruction, and individual attention.

In addition to receiving specific skill instruction, the integrated classroom allows students a more holistic school experience in which there is an opportunity to generalize and integrate all areas of their curriculum within a classroom with good peer models. Peer interactions and social skills are vastly improved. Students of different racial and ethnic and educational abilities learn best when they are not segregated from each other and when education is cooperative and based on a curriculum that reflects the diversity of the students. This program is based on the premise that all students have some special needs. The social and academic needs of most mildly handicapped students can be served by providing specialized instruction within the regular classroom environment.

The success with which special needs students can be integrated into the regular classroom depends greatly on the willingness of a regular classroom teacher to make adjustments in his/her attitudes, goals, and teaching methods. The Ashfield School has been able to effectively integrate special needs students into regular education classrooms.

ABOUT THE TEACHER...

Mary Ellen Mascaro has been a moderate special needs teacher at the Ashfield School in Brockton for the past 6 years. She holds a Masters degree in Integrated Special Education. Ms. Mascaro has traveled extensively throughout Europe and the United States.

ABOUT THE SCHOOL...

ASHFIELD ELEMENTARY SCHOOL
Brockton Public Schools
225 Coe Road
Brockton, MA 02402

Harold McDonald, Principal

PALS LANGUAGE PROGRAM

- Eileen Padua
- Ellen McColgan
- Bernadean Norberg

ABOUT THE PROGRAM...

The PALS (Peers Advance Language Skills) Language Program helps kindergarten and special needs students develop language and cognitive skills. The special needs students from the E.S.D. class are mainstreamed into the Kindergarten I class for language lessons. The lessons are created and presented by the E.S.D. and kindergarten teachers and paraprofessionals. The class is composed of 12 young E.S.D. students and 25 Kindergarten I students, ages 4 to 7. Most of the children in the E.S.D. class are severely retarded, some with severe attention deficit syndrome, others with Downs Syndrome.

The program achieves the goal of stimulating overall oral language skills by allowing the special needs students to work cooperatively with the kindergarten students and thus enabling them to communicate their ideas more effectively. There appears to be an increase in all the students' vocabulary. The E.S.D. children are more relaxed with the regular education students.

The program incorporates the use of Language Experience Books, which are made with photos of the children, alphabet and prepositional videos, and videos of the students themselves. The videos spotlight the children demonstrating language skills. Some examples of the materials used are:

WE RIDE THE BUS BOOK - The teacher rides the bus with the kindergarten students. This gives her an opportunity to meet the parents of her bus students. A language experience book is developed by taking pictures of the students on the bus and creating a story about riding back and forth to school. The children bring home this book and read it to their parents.

COLORS, PHRASES & NUMBERS BOOKS - The children are allowed to check these books out of the "class library" and bring them home. This is a very effective way to reinforce cognitive readiness skills. The children's interest is maintained by the use of their pictures and familiar classroom objects to make the books. The children also act out some of the stories in the books they have made.

VIDEOS - A book/story is presented to the children during language lessons and the children learn to sing and act out the story. The children then present a musical performance of the book. This past year the class presented Peter Rabbit. The performance is filmed so that the students will be able to enjoy their own performance.

This part of the program is showcased at a Mother's Day Tea held for the parents.

The use of books made with their own photos is very exciting to the students. Videos can also be important in the classroom. They can be an exciting educational tool. Seeing themselves in action is very good for the children's self-image.

Parents become involved in the program by: 1) listening to their children read the Language Experience Books; 2) viewing the alphabet and prepositional videos which spotlight the children demonstrating their language skills; and 3) attending the Mother's Day Tea and musical.

The only specialized materials used are photobooks and videos. Access to a 35mm camera and video camera is helpful. There is a cost for film. It may be possible to have this program funded by one of the major camera companies.

At this time all integration involvement is voluntary; teachers create their own programs. Most materials used are teacher-made.

This program is easily adaptable for use in all classes and grades by focusing the materials used on the students' strengths and abilities.

ABOUT THE TEACHERS...

Eileen Padua has taught in the Boston Public Schools for 25 years. She is a HORACE MANN TEACHER and has been a BANK OF NEW ENGLAND FELLOW. Ms. Padua has also received two IMPACT II Grants. Presently, Ms. Padua is teaching kindergarten at the Sumner School in Roslindale.

Ellen McColgan has worked for the Boston Public Schools for over 20 years. She is a HORACE MANN and IMPACT II teacher. Ms McColgan is an E.S.D. teacher at the Sumner School in Roslindale.

Bernadean Norberg works as a paraprofessional at the Sumner School.

ABOUT THE SCHOOL...

SUMNER ELEMENTARY SCHOOL
Boston Public Schools
15 Basile Street
Roslindale, MA 02131

Joseph Shea, Principal

PROJECT SOLID START

- Judith Ellenzweig, Elizabeth Kline,
Clara Kouletsis, Doris Griffin

PROJECT SOLID START is a fully integrated collaborative program of regular, reading, and special education teachers, as well as parent volunteers, in the Melrose Public Schools. The goal of the program is to replace a post-failure remedial model with an integrated, developmental approach to first-grade literacy. The premise of this program is that confidence engendered by early school success is a major component of continued school achievement. Children viewed as "at risk" by first grade classroom teachers receive immediate support (fourth day of school) as part of the regular program. There are no formal entry or exit protocols. The program remains open throughout the school year, allowing classroom teachers continuing opportunities for identification and referral. Children with pre-existing educational plans, and those few first-graders who are appropriately referred for a special education evaluation, are serviced within the program format. The SOLID START program has proved effective in identifying students with learning disabilities, and has expanded the definition of normal development. Now in its third year, and supported by a Technical Assistance Mini Grant, SOLID START is in process of extension to additional sites. With "Zero Failure" in first grade as its prime objective, the program offers literacy activities for all children that are also aimed at bolstering their self-esteem.

SOLID START attempts to demystify the process of reading and writing by comfortably assuming that some children will require more attention and more instructional time than others in early learning. The SOLID START population is selected by the classroom teachers without any formal protocols or testing of any kind. Any child who appears to be "at risk" to the teacher in the first week of school is eligible. Since children can move in and out of the program at the classroom teacher's discretion, there is no danger of neglect or overselection. A child can leave or join the program at any time during the school year. It is our view that children who make a confident and enthusiastic start in school will have fewer difficulties in subsequent years. We anticipate that this preventive approach will not only lessen the need for later remediation, but will reduce behavior problems from the very beginning.

The SOLID START program's approach to beginning reading and writing is inspired and guided by the whole-language and process-writing movement. The program's mandate, however, is to support those children whom we describe as "not-so-natural" learners, children for whom direct teaching in an intimate and highly interactive environment is necessary. In the three years since PROJECT SOLID START was

initiated,our schools have moved from a very traditional basal-bound curriculum to the beginnings of whole language. Since we are committed to the view that a child must succeed in the regular classroom in order to feel competent, we have closely supported the classroom program as it has evolved. In this process, we have become increasingly convinced that focusing our energies on "reading discovery" will leave us with fewer and fewer children requiring recovery.

Each child in the program receives one and a half hours of small-group teaching in reading and writing. Program participants are thereby offered three times the reading instruction of their more mature or able peers, as well as opportunities for additional practice with written language. Our program also meets the needs of children who have difficulty attending or participating comfortably and productively in group activities.

The SOLID START program has been a "quiet revolution", a process of reconciling developmental differences with classroom expectations. It has allowed us to change the focus from the child's failure or deficiencies to the child's accomplishments and to create a climate that aims at modifying the environment rather than the child. It is our view that this model is widely replicable and is a necessary component of a contemporary and holistic approach to developmental literacy.

PROJECT SOLID START is predicated on these contentions:

- Early school failure is more frequently the result of a mismatch between the pace or demands of the curriculum and the developmental status of the child than an identifiable learning disability.

- The difficulties created by this mismatch can be treated by direct teaching in small groups with low child-teacher ratios, allowing for consistent opportunities for additional practice as preliminary learning takes place.

- Special Education addresses prevention with models whereby first the child must fail before his needs can be addressed. In our developmental model the talents of special educators for individualized "micro" teaching are fully integrated with the regular curriculum.

- "Consultation" by special educators, without active participation, is of limited use to classroom teachers. Most classroom teachers are already "dancing as fast as they can." Their problem is not that they don't know what to do for struggling students, but that they don't have the time to do it as their day is currently structured.

Resources needed for the successful implementation of this program are a reliable corps of volunteers who provide consistent part-time assistance for the special needs teacher(s) in a given school.

The SOLID START program has required the development of teacher-made materials to support and reinforce the classroom reading program. These materials consist of charts, sentence strips, individualized reading journals and a range of spontaneously developed materials (letters to the children are an example) to respond to particular interests or passions.

For replication, this program would require the commitment of part-time assistance to the special needs teacher for several years to achieve the full benefits of an integrated, preventive approach.

Ideally, this program should be extended as a complete primary program, serving children K-3. Our hypothesis is that an intensive early response should greatly reduce the number of children requiring remedial or special needs services beyond grade 3. In our present model, we have been able to meet the needs of all our first graders in a totally integrated program over three school years. In the 1990-91 school year we will have the opportunity to include a child with significant special needs. Our expectation is that an intensive and integrated approach in the primary years will result in a small number of children requiring further assisted learning. The goal is to provide services within the regular classroom through collaborative efforts of classroom teachers and specialists.

ABOUT THE TEACHERS...

Judith Ellenzweig, Moderate Special Needs Teacher
Elizabeth Kline, Reading Teacher
Clara Kouletsis, First Grade Teacher

ABOUT THE SCHOOL...

BEEBE ELEMENTARY SCHOOL
Melrose Public Schools
263 West Foster Street
Melrose, MA 02176

Robert D. Brown, Principal

MOZART SCHOOL RESOURCE ROOM MODEL

- Anahid "Diane" Bassett

ABOUT THE PROGRAM...

The Resource Room at the Mozart School is a learning center utilized by the majority of students and staff. The primary thrust of this program is to integrate special needs and regular education students by providing a multi-faceted approach to learning.

In a building that has few options, referral to special education is the last option utilized by the Mozart staff. The Resource Room teacher serves not only as a consultant to the regular education teachers, by sharing methods, materials and techniques, but also collaborates with the teachers to facilitate the entrance and exit of children in the mainstream programs.

This program offers many learning options. Teachers and staff in the building have choices in selecting activities that interest them. The Resource Room teacher works with the staff to implement the activities. All of these activities are designed with one goal in mind - to eliminate the stigma of being labeled "special needs." This program also enhances the social development of all students. A more positive attitude exists in the school towards the Resource Room and the special needs children attending it. In fact, many parents have contacted the principal to request that their children be enrolled in "that room." The students like to participate in the program and like to bring friends along. The activities encourage the students to look beyond differences and see a fellow student.

Some of the activities initiated to foster whole school participation in this program are:

1. THE BOOKWORM PROJECT: This project was developed to foster reading and encourage parent-school communication. Tokens earned can be spent in the school store.

2. THE SCHOOL STORE: Tokens earned by all children are used to purchase items in the school store which is set up in the Resource Room.

3. BEHAVIOR MODIFICATION PROGRAM: Cooperating teachers initiate programs in consultation with the Resource Room Teacher. Either tokens or "Star Time" are given to students as behavioral objectives are achieved.

4. STAR TIME: All students are able to earn "Star Time" in the Resource Room. Cooperating teachers send "star pupils" to the Resource Room. Here they join the special education students and are either taught Spanish by a volunteer or enrolled in a story hour.

The entire student body of 184 students (kindergarten through grade 5) together with all members of the staff participate in various degrees and donate varying amounts of time to the program. Most of the "special needs" students involved have mild to moderate special needs. A small number of the students have severe special needs. This program can be easily adaptable for different age groups and handicaps by modifying the incentives.

Financially, this program is easy to duplicate. There are no budget constraints; all items and services are either donated, volunteered, or in the school budget. In the Mozart School, all products for the "School Store" and "tokens" (pens, pencils, stuffed toys, books, etc.) are donated by either staff members or parents. School volunteers help with the reading hours and tutoring.

The most important resource needed to make this program successful is a supportive administrator who encourages the full cooperation and participation of the staff.

ABOUT THE TEACHER...

Anahid "Diane" Bassett has been a teacher for over 30 years. For the past 25 years she has worked as a regular education teacher (grades 1 through 5) and a special education teacher (resource rooms and LD classes). She has also served as an Evaluation Team Leader in the Boston Public Schools. Presently, Ms. Bassett is the Resource Room teacher at the Mozart School in Roslindale. Ms. Bassett is a member and former president of the Council of Special Educators.

ABOUT THE SCHOOL...

MOZART ELEMENTARY SCHOOL
Boston Public Schools
236 Beech Street
Roslindale, MA 02131

Edna Cason, Principal

INTEGRATED LANGUAGE BASED LEARNING DISABILITIES PROGRAM

- Freedman School Staff

ABOUT THE PROGRAM...

Approximately 90 fifth and sixth grade students, 54 regular education and 36 special education, at the Frank H. Freedman School in Springfield are assigned to three totally integrated classrooms. The 18 regular education and 12 special needs students in each class benefit from a "side by side" learning environment throughout the entire school day. Historically, Springfield has relied heavily on the "pull out" model by removing students who have been identified with serious learning/language disabilities into a special education room where their deficits were addressed in isolation from both the regular education milieu and from consistent exposure to the regular education curriculum. In addition, these students in self-contained classes lose the advantage of peer models and social interaction with all students which often contributes to low self-esteem and problems with social interaction.

The three integrated classes at Freedman School address these issues through maximum integration by co-teaching learning disabled students with their regular education peers. Instructional strategies are stressed which highlight language and vocabulary development, and communication and organizational skills.

There is positive growth in all academic areas with the elimination of an isolated curriculum and the stigma attached to a "pull out" model. Through cooperative learning and the consistent use of effective methods and techniques proven to enhance students' self-esteem, there is improvement in communication skills and increased social growth for both regular and special education students.

The students involved in the program demonstrate moderate to severe language/learning disabilities. These students have been identified as having a full range of learning disabilities, including perceptual and processing problems. A large number of students exhibit significant receptive and expressive language skill deficits. Success in learning is also seriously hindered by short and long-term memory problems, poor organizational skills and low self-esteem which often results in poor social skills. The classroom consists of 30 urban students, 18 regular and 12 special education students. The regular education students are a heterogeneous group: the population is traditionally multi-ethnic, multi-racial, with a good balance of boys and girls. In the past, the L.D. group has traditionally been predominantly male.

The resources needed to successfully implement this program are: teacher cooperation and collaboration; a supportive administrative team; sufficient and appropriate materials; planning time; staff development - especially a cooperative learning, hands-on approach; ability to modify grade level materials; manipulatives appropriate to students' needs; and appropriate learning materials specifically designed to meet the needs of language/learning disabled students.

Many members of the Freedman School staff are involved in this program. They include the principal, three regular education teachers, three special education teachers with L.D. experience, a speech/language pathologist, three paraprofessionals, a counselor, a part-time consultant (specifically skilled in "Learning Styles"), and the Supervisor of Special Education.

This program has been developed with existing resources within the Springfield School Department. Assignments of present special education and regular education staff have been reorganized. The program functions under the existing teachers' contract and operates with limited resources caused by the economic situation within the city and state.

An integrated model for different age groups and handicaps can be successfully implemented if emphasis is placed on staff development and teacher collaboration. The benefits of integration must be consistently presented to all staff along with appropriate training if success is to be realized.

ABOUT THE STAFF...

Karen Chartier, Regular Education Teacher - Grade 6
Marianne Krawczyk, Special Education Teacher
Barbara Roberts, Regular Education Teacher - Grade 6
Rochelle Ham-Olrich, Special Education Teacher
Paul Heath, Regular Education Teacher, Grade 5
Cheryl Luongo, Special Education Teacher
Holly Ferris, Speech/Language Pathologist
Mary Callahan, Supervisor of Special Education

ABOUT THE SCHOOL...

FRANK H. FREEDMAN SCHOOL
Springfield Public Schools
90 Cherokee Drive
Springfield, MA 01109

Beverly Brown, Principal

INTEGRATED MODEL SCHOOL

- O'Hearn School Staff

The Patrick O'Hearn is an integrated elementary school serving 200 pre-kindergarten through grade 5 students. At the O'Hearn, all special needs and regular education children learn together in fully integrated classrooms. Special and regular education teachers work together to meet the needs of all their students. Approximately 20% of the children have moderate to severe special needs.

The overall goal of the program is to help all children learn and succeed. The staff strives to create a stimulating and supportive learning environment for both disabled and nondisabled students. Cooperative learning strategies and individualized attention are utilized to help children achieve educational objectives.

The entire staff, including custodians and lunch mothers, is involved in this integration model. Teachers team together to instruct regular and special education students within the mainstream.

The students at the O'Hearn School are ethnically diverse. There are black, white, and Hispanic students attending the school as well as children from Southeast Asia.

There are 40 special education students enrolled at the O'Hearn School. Handicapping conditions of the students include mild to severe sensory impairments, cognitive/emotional disabilities and physical disabilities.

This model is cost effective because:

- students formerly serviced in costly private placements are returned to the public schools;
- resource room and Chapter I teachers are more efficiently and effectively utilized;
- space is saved;
- students succeed.

Teacher commitment, sensitivity, and preparation are key variables for success. Professional development, appropriate materials, an accessible building, and supportive parents are also necessary to make this program successful. Some adaptive equipment (i.e., communication boards and computers) may also be needed. Curriculum must be adapted so that it is appropriate for each student.

We believe that education is an ongoing and collaborative process. Dedicated staff, dynamic curricula, active parents, and community support are key factors in the success of our school. All of these make the O'Hearn School a place where children love to learn.

ABOUT THE STAFF...

William Henderson, Principal
Eileen Bayer, Teacher
Darlene Inge, Teacher
James McNiel, Teacher
Marjorie Shillingford, Teacher

ABOUT THE SCHOOL...

O'HEARN ELEMENTARY SCHOOL
1669 Dorchester Avenue
Dorchester, MA 02122

William Henderson, Principal

THE GARFIELD SCHOOL INITIATIVE

- Linda Ungerleider, Paulette Autori

ABOUT THE PROGRAM...

The Building Based Support Team at the Garfield School in Revere was established in 1987 in order to: help teachers develop curriculum modifications and/or behavior management techniques; brainstorm instructional alternatives; share teacher expertise; promote teacher collaboration; foster teacher empowerment; and keep communication open within the school building.

The Team consists of five classroom teachers (including one bilingual teacher) with the principal, social worker and resource room teacher as consultants. The Garfield School is currently a multi-cultural, kindergarten through grade 4 building.

The program's mission is to provide peer support for the staff to fulfill the educational potential of each child. The goal is to solve problems through the joint development of an intervention plan which is agreeable to all. This is viewed as a mutual collaboration and a skill-building process which will help all involved deal more effectively with future problems.

The BBST meets weekly to address problems or concerns of our staff. These concerns may be academic or behavioral as related to an individual or a group. All meetings are informal and confidential. Teachers may request a meeting before initiating a special needs referral.

Teachers request a team meeting by completing and submitting a brief referral form. The BBST will then review the referral, schedule a meeting with the referring teacher and arrange classroom coverage for the teacher during the consultation session. These initial sessions usually last for 30 - 45 minutes during which the referring teacher chooses strategies which he/she wishes to implement. The entire group will also discuss follow-up activities which may include classroom observations, securing of needed resources and/or additional problem-solving consultations.

A Building Based Support Team is set up to meet the identified needs and concerns of a group of teachers within a school or an entire staff. It is not restricted to only academic and behavioral concerns or to the model presented.

A noted outcome of the BBST has been the reduction in the number of special education referrals and the increase in the appropriateness of the referrals that are made. Another positive outcome of this project

is that an avenue is opened up for teachers to be able to communicate their concerns and needs in a supportive environment. However, the most important achievement of this model is that it helps to raise the students' self-esteem by lessening the number of students placed into special education.

The goal of the Building Based Support Team process has been to solve problems through the joint development of an intervention plan which is agreeable to all parties. This model is a mutual collaboration and a skill-building process which helps all involved deal more effectively with future problems.

ABOUT THE TEACHERS...

Linda Ungerleider.....Resource Room Teacher
Paulette Autori.....Grade 2 Teacher

Both teachers currently participate in the Building Based Support Team program at the Garfield School in Revere.

ABOUT THE SCHOOL...

GARFIELD SCHOOL
168 Garfield Avenue
Revere, MA 02151

Dorothy M. Foley, Principal

THE SCHOOL WE GO TO

- Allayne Edwards

ABOUT THE PROGRAM...

THE SCHOOL WE GO TO provides teachers with ideas and materials which can be used to involve children in a program that establishes a foundation for all future academic endeavors.

Our classrooms are becoming more ethnically and linguistically diverse and paramount importance must be placed on educational activities designed to promote social interaction and encourage all children to see themselves as valuable, contributing members of the classroom communities.

Establishing a supportive environment provides children with positive experiences where both reading and writing are valued, and fosters friendships among students.

THE SCHOOL WE GO TO was developed to supplement the friendship theme delineated in the HBJ pre-primers.

PHASE ONE of the program has two components:

1. The teacher shares with the children a thematically correlated core of suggested stories, poems, songs, and chants, and assigns follow-up work designed to expand the children's definition of friendship to include classmates and teachers.

2. The teacher and students keep journals to record daily classroom activities which are considered personally valuable.

PHASE TWO involves children in brainstorming activities aimed at generating a list of important people and things found in their school. The list then becomes a reference tool as the group makes decisions regarding a cooperatively illustrated class "big book", THE SCHOOL WE GO TO.

This program was developed for grade 1 regular and special education students, but because its emphasis is on friendship and cooperative learning (working together), it can easily be adapted to any elementary grade. The books that are used as read-alouds in primary grades can also be read by groups of children in upper grades. Regular, bilingual, and special education students have all successfully used the materials .

The greatest impact of these materials on student achievement occurs because students feel accepted and involved in their classrooms. Self-esteem improves as students become more interested in personal academic achievement.

ABOUT THE TEACHER...

Allayne Edwards has taught primary grades for 23 years. She is a five time BANK OF NEW ENGLAND FELLOW (in Writing, Math, and Whole Language), and is a HORACE MANN TEACHER. Ms. Edwards created THE SCHOOL WE GO TO as an IMPACT II Grant. She has co-presented two inservice courses to Boston teachers (1988 - "Topics in Whole Language: A Model Curriculum K-3"; 1989 - "Affective Teaching and Assessment in the Whole Language Classroom"). Ms. Edwards is currently teaching grade 1 at the Winthrop Elementary School, in Dorchester.

ABOUT THE SCHOOL...

WINTHROP ELEMENTARY SCHOOL
Boston Public Schools
35 Brookford Street
Dorchester, MA 02125

Joseph Joyce, Principal

A BEARY BUSY CLASSROOM

- Barbara Shea
- Lorraine Walker

ABOUT THE PROGRAM...

In the Integrated Class of Early Childhood Special Needs and Kindergarten I students at the Lee Elementary School, we use Teddy Bears to help us create a Beary Busy Classroom. The manipulative games that have been created focus on the developmental skills of the four- and five-year-old children in both the early childhood and kindergarten classes. The Teddy Bears are friendly, good companions, and the sharing atmosphere gives the children a sense of well-being.

The games incorporate oral language, listening, visual skills, vocabulary, pre-writing, color, shape, number and letter recognition. Short tasks help the students with special needs who have attention difficulties, delays in fine motor development, and deficits in speech and language development. An award system for correct responses fosters a positive self-image. Children can earn a reward (gold cans) out of a Beary Special Treasure Chest. The children can also take a Teddy Bear home for the night. Games can be sent home with some Beary special instructions to foster parent-child communication. Books about Bears are an important part of the lending library. With these materials we encourage a positive attitude and readiness for learning.

Kindergarten students help to reinforce basic skill development in the special needs students. This helps to promote cooperative learning between regular and special education students. The children enjoy the activities which they practice to gain mastery. The paired effort shows the strength of peer influence and interaction.

No additional monies are required to develop these materials. A teacher may secure materials available at various recycling centers.

The most important resource needed to make this program successful is a supportive and effective staff. Close communication between the kindergarten and early childhood classes promotes integration and the exchange of ideas.

At the present time, the integration program that incorporates these activities and materials, focuses on the kindergarten and early childhood classes. However, the program is being expanded at the Lee Elementary School to include other classes and grades.

ABOUT THE TEACHER...

Barbara Shea has been teaching in the Boston Public Schools for over 27 years. She has taught kindergarten for 13 years, early childhood special needs for 14 years, and is currently (and for the last four years) teaching in the integrated classes at the Lee Elementary School.

ABOUT THE SCHOOL...

LEE ELEMENTARY SCHOOL
Boston Public Schools
155 Talbot Avenue
Dorchester, MA 02124

Frances Kelley, Principal

VOWEL PALS

STAR OF THE DAY GAME

- Linda M. Wolk

ABOUT THE MATERIALS...

Several different teacher-made materials used in the Resource Room at the Hale School have been particularly successful with students who attend the Resource Room program. These materials have also helped build more cooperative relationships with non-special education students so that the special education students are viewed as having something of value to share with their classmates. Two such materials are:

VOWEL PALS - These are pairs of puppets which share the same vowel. There are 5 sets of puppets, one pair for each vowel. The pair consists of one animal with a long vowel sound name and one with a short vowel sound name. For example; "Lamb" and "Ape" are vowel pals; "Elephant" and "Eagle" are another pair. Students play with the puppets, make booklets about the animals and make presentations to their respective regular classrooms about the pairs using the puppets. Sometimes the resource teacher makes enough booklets for an entire regular classroom, and the resource students help the resource teacher with a lesson on long and short vowels for that regular education class.

VOWEL PALS increases reading achievement, particularly in the area of word attack skills, differentiation of vowel sounds and mastery of vowel rules. This material is geared toward younger students, usually grades 1, 2, and 3, and students with mild to moderate learning problems or physical constraints. It can also be used with severe emotional/behavioral and learning disabled students. For students with severe physical disabilities, adaptations can be made to enable them to use the puppets. One possibility is to have non-physically disabled students operate the puppets or have the teacher move the puppets. These materials can be made with very little expense or purchased for a small amount.

The whole school can become involved in this activity when special education students share with their homeroom classrooms, give puppet demonstrations, and teach others to make their own booklets.

STAR OF THE DAY GAME - This is a teacher-made game used to reinforce Math word problem solving. Students read the word problems, which include the names of real persons in the school. Students then decide which PROCESS to use in solving the problem.

The STAR OF THE DAY GAME increases Math achievement in the area of critical thinking in Math word problem solving. This game is aimed at students in grades 2 through 5. Different game cards are used according to the group's Math level. It can also be used with students who have mild to moderate learning problems or physical constraints, severe emotional/behavioral problems, and/or learning disabilities. To adapt this game for other students, all that is necessary is to increase the difficulty level of Math problems (or decrease it, if necessary) to meet the students' abilities. Because this game is completely teacher-made, it can be copied and modified to fit each situation. The cost of creating a similar toy/game is minimal.

Resource students invite non-special education students to the Resource Room to play the game, which raises the level of communication between special and regular education students. In addition, regular education classes borrow the game to play in homerooms, and the resource room students teach the other students how to play, with one of the resource room students often holding the "KEY" to the correct answers.

ABOUT THE TEACHER...

Linda Wolk has been an educator for 26 years. She was a recipient of a "GOLDEN APPLE" Award in 1987 for outstanding contribution and achievement in the Boston Public Schools. Ms. Wolk has worked as a regular education grade 1 teacher, L/AB teacher, an Evaluation TEAM Leader, and Coordinator of the ESAA Project "Schools Without Failure - Positive Approaches to Discipline." Currently, Ms. Wolk is a Resource Room teacher at the Hale Elementary School, in Roxbury.

ABOUT THE SCHOOL...

HALE ELEMENTARY SCHOOL
Boston Public Schools
51 Cedar Street
Roxbury, MA 02119

Dr. Pasquale Lochiatto, Principal

PROJECT STRIVE

- Cynthia Williams, Cornelia Costello,
Kathleen Mullin

ABOUT THE PROGRAM...

Among the most important goals of public education is to prepare students - all students - for an independent and productive life. In the Boston Public Schools (BPS), the task is especially challenging: One in five students has been diagnosed as having "special needs."

A model BPS program, PROJECT STRIVE, has had great success in helping moderate-to-severe special needs high school students make the critical transition from the classroom to the workplace. STRIVE students learn how-to-work skills, explore career options, "try on" a variety of jobs, and find the one that best matches their skills and interests. Once the match is made, the student begins the transition, attending school part-time and working part-time; by their last year in the program, most are employed full-time.

What makes STRIVE unique is that students are fully integrated into the workplace, working side by side with other employees. They are real employees, with real jobs.

High school students between 16 and 22 years old who are classified special needs under the state's Chapter 766 Law are eligible to participate in this program. PROJECT STRIVE begins in grade 9 when students are identified by their teacher and a Career Instruction Manager (CIM). In addition to their academic work, STRIVE students are prepared for job placement by learning "how-to-work" social skills such as punctuality, cooperation, communication, and productivity. Many students also receive travel training to use public transportation. The students also begin job site visits. At each job site they are asked, "Do you see something that is interesting? A job you'd like to do?"

At the end of the exploration phase, students are placed in a part-time job, with an on-site Job Coach for support, encouragement, and advice. Each site is supervised by a CIM. Though their primary role is that of job developer, CIM's also serve as liaison, advocate, trainer, and troubleshooter for the student, employer, and family. Each student's placement is a team effort which increases the chance for success.

The PROJECT STRIVE students work for many different organizations doing many different jobs. Some of these include: escort and

messenger services; hospital laboratory work; merchandising; manufacturing and production; carpentry; data entry; dental assistance;and restaurant industry. PROJECT STRIVE students are paid an average of $4/hour to start; after six months they earn an average of $6.30/ hour. They are also entitled to full employee benefits.

The involvement of the job coach and CIM gradually lessens as students become more comfortable and independent at the work site. The CIM also begins to transition into local and state agencies such as the Massachusetts Rehabilitation Commission, the Department of Mental Health, and the Massachusetts Commission for the Blind. By the student's 22nd birthday, the transition is complete, with the employer and agencies taking over full responsibility for continuing support.

PROJECT STRIVE is different from other vocational special needs programs whose students are placed with little regard for their interests or needs; PROJECT STRIVE offers career exploration, choice, and on-the-job support, and fully integrates its students into the workplace.

Most critical to a student's success is support. Statistically, 90% of the special needs students who lose their jobs do so because they lack the skills and support to deal with social issues in the workplace.

PROJECT STRIVE is funded by the Boston Public Schools and by state and federal grants. The program has received more than $500,000 in grants to expand for the next three years.

PROJECT STRIVE was recently presented at the national conference of the Council for Exceptional Children. It has been profiled on a major telethon and is being considered by several urban systems as the model for their supported work efforts.

ABOUT THE STAFF...

Cynthia Williams.....Senior Special Education Advisor
High School Zone
Cornelia Costello.....Project Administrator
Kathleen Mullin.....Project Administrator

ABOUT THE PROGRAM...

BOSTON PUBLIC SCHOOL
HIGH SCHOOL ZONE OFFICE
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Michael Fung, Zone Superintendent